

Writing at Sir Alexander Fleming Primary School.

Planning Inclusive Lessons

At Sir Alexander Fleming, teaching writing is an opportunity to be playful – with language, with grammar, with ideas. Using rich texts to stimulate writing, teaching new words and grammar in context and writing for purpose, learners become independent, creative writers and thinkers. Throughout the primary phase, language-rich classrooms are vital to this. In addition, learners need opportunities for oral rehearsal and to develop their thinking out loud – with a partner, in small groups and in whole-class teaching. We always write for purpose so that what learners are writing is rooted in context and meaning. Writing can be a barrier to success in the wider curriculum, and struggling with writing may be damaging to self-esteem, producing a negative reaction to school itself. For these reasons, we at Sir Alexander Fleming, believe it is hugely important to provide inclusive lessons that allow all learners to succeed and make progress. Knowing they can communicate by writing is the most powerful tool we can give a child.

Creating an Inclusive Environment

Language is critical to learning, but disparities are stark, as 5-year-olds with poor language skills are five times more likely to be unable to read well at age 11 (National Literacy Trust). Creating a vocabulary-rich classroom is vital to closing the gaps and enabling future attainment. Key questions and vocabulary linked to what you are currently learning should be displayed in your class. You can then refer to the vocabulary on your working walls when you are speaking and when you are modelling writing. This will encourage learners to use the vocabulary

displayed to support their independent work. Adding visuals to key vocabulary ensures all learners can access it. Work to create a culture where mistakes are part of the learning process and are even celebrated. For example, if learners have been using adjectives to describe a monster, as well as asking them to identify their most powerful one, ask them to share their worst (and model doing this too). If you do this sensitively and build acknowledging and sharing mistakes into your practice, learners will feel safe to experiment and try things out because they will see that trying, making mistakes and using them to move forward is part of learning.

How do we support learners who are reading below age-related expectations?

For learners not secure with phonics, this should be a priority with plenty of practice writing using the phoneme-grapheme correspondences they know. This can be most easily provided through dictation activities.

Use picture and word banks of key vocabulary. Ideally, the words for these word banks will be the ones you have generated together in skills lessons and added to your working wall, so they will be the ones learners have already begun to use and explore.

How do we support learners who struggle to retain vocabulary?

Identify new, interesting or useful words in a text or topic together and add them to the working wall together. Refer to these words and model using them in your teaching and encourage learners to use the working wall in their independent writing.

Rehearse new words. Come up with an action together, then say the word and show the action to reinforce.

New vocabulary should be planned for and taught in context.

How do we support learners who need additional time to develop conceptual understanding?

Pre-teach.

Create links in learning in different areas. - Make learning multi-sensory.

How do we support learners who struggle with attention?

Break the learning into chunks. Ensure you mix teacher talk with partner talk, opportunities to write ideas on a whiteboard, and feedback through gesture.

Give learners movement breaks. - Build in opportunities to develop attention and listening skills with your whole class.

Teaching considerations

Early years	Key stage 1	Key stage 2
<p>Writing in EYFS begins with phonics: initially learning the graphemes for each of the 44 sounds to enable the learner to build words. Focus on correct letter formation, to develop good habits which enable fluent writing in the future.</p> <p>Correct pencil grip is also important for stamina and fluency.</p>	<p>Ensure learners are secure with finger spaces, capital letters and full stops.</p> <p>Always model writing. • Use actions for these basic skills.</p> <p>Orally rehearse sentences, counting the words on your fingers. • Model your thinking process, including using phonics to segment words or referring to the working wall.</p>	<p>Continue to model writing and embedding basic skills. This is a time also to model terminology and grammar, drip-feeding it into your modelled and shared writing.</p> <p>Share your thinking process, making choices about words and sentence structure, reflecting on choices, and editing to uplevel or improve</p>